

2016-17 Key Priorities

Outcome of Pupils

Continue to raise attainment in English and Mathematics to NATIONAL STANDARD AND HIGHER STANDARD and accelerate the progress of all pupils to be consistently good by:

- Continue to embed sharper match between work set and the differing abilities
- Continue to embed teachers' marking of pupils' work consistently provides feedback that helps them know how to improve and move up to the next level
- Continue to embed giving pupils' time and the opportunity for responding to and absorbing feedback that is given about their work.

- **Increase the proportion of pupils that attain the higher standard by the end of KS2 and across the school in all subjects especially reading. (Focus on vocabulary building and Inference)**
- **Continue to raise attainment and progress in writing across the school.**

Personal Development, Behaviour and Welfare

- Continue to embed the Growth Mind-set approach to learning.
- Embed whole school behaviour for learning strategies: silent signals etc.
- Children engage in productive play at break and lunch times.
- Continue to improve attendance and punctuality.

Quality of Teaching, Learning and Assessment

- **Continue to develop quality first teaching**
 - Continue to deepen teachers subject knowledge especially teachers who are in their early stages of their careers and teachers that are moving across phases or teaching unfamiliar topics.
 - Continue to embed teaching and support staff use of AfL strategies.
 - Continue to embed basic skills of reading, writing, communication (THEAL language structures) and maths and its transference across the curriculum.
 - Embed the consistency of questioning across the school.
 - Staff continue to consistently check pupils understanding throughout lessons.
 - Continue to develop pupils' role as Expert Learners.
 - Continue to embed high quality presentation and cursive writing across the school and across the curriculum.
- **Continue to embed quality first teaching for SEND/NTE pupils**
- **Maximise independent learning opportunities both across the curriculum and within lessons, by ensuring that pupils and teachers make regular and better use of new technology as a learning tool.**
- Continue to embed the new curriculum assessment (core and foundation subjects) without levels across the school.

Effectiveness of Leadership and Management

- **Work towards achieving a Level 1 Rights Respecting Award (currently at ROC stage)**
- **All governors to continue to develop a deep and accurate understanding of schools' effectiveness, informed by evidence such as data, the views of pupils, parents and staff.**
- **Further develop the middle managers, especially the newly appointed ones.**
- **Develop and ensure consistency in the implementation of all school policies, especially for new staff.**

***OFSTED KEY ISSUES IN BOLD AND HIGHLIGHTED IN YELLOW**

Priorities in italics feed into the key priorities in bold text.



2016-2017 Early Years Priorities

Outcome for Pupils

- To continue to raise standards of teaching & learning across all areas of learning.
- To ensure children progress well from their different starting points and make at least 6 points of progress or achieve ARE.

Personal Development, Behaviour and Welfare

- Continue to develop a stimulating learning environment.
- Continue to improve attendance and punctuality through parental engagement activities.
- Continue to seek opportunities for visitors and trips to give children a wide range of experiences.

Quality of Teaching, Learning and Assessment

- Continue to embed Intervention Groups (Listening and Attention, Speaking and Maths)
- Continue to embed a rich language environment which enhances children's communication skills (THEAL, ECaT)
- Effectively implement new assessment tracker (O track).
- Continue to deliver highly effective Phonics Programme to rapidly move children from shared into Guided Reading.

Effectiveness of Leadership and Management

- Continue to embed closer links with other providers throughout the year to prepare children for school readiness– workshops, Parent and Toddler Sessions, E1 cluster meetings.
- Continue to embed a curriculum of highly effective activities.
- Continue to embed high quality observations and peer support to share good practice.